



# **COLORADO**

## **Colorado Commission on Higher Education**

Department of Higher Education

### **CCHE AGENDA**

**June 3, 2022**

**Hybrid In-Person/Zoom Meeting  
Colorado Department of Higher Education**

**BUSINESS MEETING**

**1:00pm - 4:00pm**

1600 Broadway, Suite 2200 • Denver, Colorado 80202 • (303) 862.3001

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



**COLORADO**  
Colorado Commission on  
Higher Education  
Department of Higher Education

Vanecia Kerr, Chair  
Sarah Kendall Hughes, Vice-Chair  
Berrick Abramson  
Aaron Harber  
Teresa Kostenbauer  
Steven Meyer  
Josh Scott  
Ana Temu Otting  
Steven Trujillo  
Eric Tucker  
Jim Wilson

## Colorado Commission on Higher Education

Friday, June 3, 2022

### Colorado Department of Higher Education

Zoom Teleconference

Denver, Colorado

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11:30am -12:30pm

### COMMISSIONER & ADVISOR WORK SESSION

CDHE Data Measures and Drivers for Equity

– *Michael Vente, Chief Performance Officer, and*  
*Dr. Roberto Montoya, Chief Education Equity Officer*

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1:00 – 4:00pm

### BUSINESS MEETING

#### I. Opening Business (30 minutes)

- A. Attendance
- B. Approval of the Minutes for the May 6, 2022 Commission Meeting
- C. Reports
  - i. Chair
  - ii. Vice-Chair
  - iii. Commissioners
  - iv. Commission Standing Committees
    - Student Success & Workforce Alignment
    - Fiscal Affairs & Audit
    - Strategic Plan Revision Update
  - v. Advisors
- D. Executive Director Report
- E. Legislative Update
- F. Public Comment

#### II. Consent Items (5 minutes)

- A. Arapahoe Community College Capital Supplemental Request
  - *Mitch Karstens*
- B. Teacher Ed Loan Forgiveness process approval
  - *Mitch Karstens*



- C. Temporary Teacher Ed Loan Forgiveness process approval  
– *Mitch Karstens*
- D. Fiscal Year 2022-23 Financial Aid Allocation Approval  
– *Lauren Gilliland*
- E. Recommend Approval of Dance Education program at CSU  
– *Dr. Brittany Lane*
- F. Funding Formula Recommendation to the Joint Budget Committee  
– *Lauren Gilliland*

**III. Action Items (25 minutes)**

- A. Strategic Plan Revision/Development  
– *Commissioner Josh Scott*
- B. Degree Authorization: Recommendation for Probationary Authorization of Aspen University – *Heather DeLange*

**Executive session: To obtain legal advice on specific legal questions concerning potential action by the Commission on Aspen University's state authorization pursuant to C.R.S. sec. 24-6-402(3)(a)(II).**

**IV. Discussion Items (15 minutes)**

- A. Service Area Policy Revision Update  
– *Dr. Kim Poast*

**V. Information Items (20 minutes)**

- A. Educator Preparation and the Workforce  
– *Dr. Brittany Lane, and Dr. Colleen O'Neil, Associate Commissioner of Educator Talent, CDE*

**VI. Closing**

- A. Passing of the Gavel to Chair Elect Hughes  
– *Chair Kerr*
- B. Recognition of Former Chair Vanecia Kerr  
– *Chair Hughes*





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting  
Via ZOOM Teleconference and in-person  
May 6, 2022**

**BUSINESS MEETING**

Chair Vanecia Kerr called the business meeting to order at 1:01pm

**I. Opening Business**

**A. Attendance**

Commissioners attending: Chair Kerr, Vice Chair Hughes, Commissioners Abramson, Harber, Kostenbauer, Meyer, Scott, Trujillo, Tucker, Wilson.

Advisors attending: Mark Cavanaugh, Colleen O'Neil, Dr. Melinda Piket-May, Dr. Landon Pirius

**B. Minutes**

Commissioner Harber moved to approve the April 1, 2022, meeting minutes. Seconded by Commissioner Tucker, the motion passed by consent.

**C. Chair, Vice-Chair, Commissioners and Advisors Reports**

**Chair Report** – Chair Kerr thanked Dr. Paccione for joining the Denver Academy Gala two weeks ago. Her remarks were very well received. Chair Kerr recognized that the election of a new chair and vice chair will be conducted at today's meeting. She commented that her tenure on the commission and as chair has been a rewarding and learning experience. She is thankful for the opportunity.

**Vice Chair Report** – Vice Chair Hughes thanked Commissioners Abramson and Scott for testifying at various legislative committee meetings this past month. She recognized that HB21-1330 gave the commission an opportunity to deliver a good body of work. She thanked staff for their good work on the Stackable Credentials Bill. She also thanked Chloe Figg for her work and reporting in the last Legislative Update. She thanked Michael Vente and Carl Einhaus for their videos presenting information on agenda items for this meeting. She recognized Misti Ruthven for her consistent representation of the Governor's office at commission meetings.



**Commissioner Reports** – Commissioner Harber thanked Dr. Paccione for leading Decision Day at the Capitol. He encouraged commissioners to join him at the event next year. He suggested that future May commission meetings be scheduled away from the last day of the legislative session so that legislative advisors can attend. He announced that he will attend Adams State University Commencement with Dr. Paccione.

Commissioner Trujillo shared that he's been brainstorming about outreach efforts in his district and believes it is important for all commissioners to have a good understanding of the priorities and concerns of the universities in their districts. He encouraged commissioners to visit campuses when possible to get feedback on commission initiatives and discussions. It is important to bring that information to commission discussions. He suggested that leveraging the power of technology would help make this efficient.

**Fiscal Affairs & Audit Committee** – Commissioner Tucker reported that two items are on the agenda today. One is a discussion item, item III. B. and the other one is an action item, IV. A. The committee continues to work on making financial aid allocation methodology more equitable.

**Student Success & Workforce Alignment Committee** – Commissioner Abramson reported that the committee is currently looking at several policy revisions in degree authorizations. He has been participating on the SARA Appeals Board regarding Aspen University. There is an agenda item for today's meeting regarding Aspen University's provisional status. Commissioner Abramson gave special thanks to CDE's Colleen O'Neill, (CCHE Advisor) and CDHE's Dr. Brittany Lane, who have put together a comprehensive agenda for us all to learn about the state of educator preparation and where the teacher shortages are geographically and by grade.

**Ad Hoc Strategic Planning Revision** – Commissioner Scott reported that the working group has met often over the past few months to become more knowledgeable of the issues and how to think about measures. They've been identifying objectives, and the drivers that will push toward those objectives. They are now beginning to think about the measures that support evaluating progress towards those objectives and in doing this have had conversations with several national experts on objectives for postsecondary education. Updates to key stakeholder groups have been ongoing.

**Advisor Reports** – Dr. Piket May reported that the Colorado Faculty Advisory Committee would like to get more involved with the commissioners now that we are back in person a little bit more. As Commissioner Trujillo reported, as you go visit a campus, please consider reaching out so the Colorado Faculty Advisory Committee, an on-the-ground teaching faculty so people really involved in the teaching, can find a contact for you at that school.

Advisor Cavanaugh thanked Vice Chair Hughes for speaking at the Independent Higher Education a week ago. This was a progress report and open discussion on the strategic plan revision process. It was a good dialogue about where the non-profit, independent



institutions of higher education fit into this framework and the key role they have for Colorado postsecondary education. The federal government has loosened the rules on public service loan forgiveness and that window may not go longer than October, so if anyone is aware of Coloradans seeking to work in non-profit, government, sectors, it's worth reapplying. The bad news is that something is happening with FAFSA. Organizations nationally that follow FAFSA have reported about a 12 percent drop year over year in FAFSA applications. Renewals are even worse, and it gets worse as measure closer to Pell students. In Colorado our numbers are about 12.5% FAFSA decrease, 18% for Pell eligible students. Title IX regulations are expected to drop later this month. There will be another rule comment administrative law process that unfolds from that.

#### **D. Executive Director Report –**

Last Friday, April 29 was Decision Day 2022! To help mark the day, a great event was held at the Capitol recognizing 24 Colorado GEAR UP students at Gateway High school. The Lt. Gov., legislators, mascots, and other dignitaries were on hand to celebrate the students. Dr. Paccione recognized that Commissioner Harber was able to attend. This week, Department released Pathways to Prosperity: Postsecondary Access and Success for Colorado's High School Graduates. This is the annual data report on Colorado high school graduates entering postsecondary education. This is on today's agenda, and Carl Einhaus and Michael Vente have provided videos for you to learn more about this important annual report. A few notable points include:

- For 2020 graduates, the college-going rate was 50.5% (a more than 5% decrease from 2019 graduates).
- The state's rate is more than 10% lower than the national average, according to the U.S. Bureau of Labor Statistics, the 2020 national college-going rate was 62.7%.
- However, the percentage of students who earn a college credential while in high school continues to increase.

On April 14, members of the department met with a delegation of higher education administrators from across Central and South America (9 delegates representing 9 countries). The delegates are part of a 3-week International Visitor Leadership Program (IVLP) administered by the U.S. Department of State. DHE staff provided an overview of higher education in Colorado and discussed issues related to supporting underserved students and workforce development. Representatives from Colorado institutions joined to discuss opportunities for collaboration and exchange.

On April 27, the Department hosted the Spring convening of the Statewide Advisors for Student Success (SASS!). Over 160 2-year and 4-year academic advisors from across the state join us on the call. We are committed to strengthening academic advising statewide – which serves to aid our students in clarifying their pathways, saving them time and money, and supporting them in pursuing their dreams and goals.

On April 26, the Division of Private Occupational Schools officially launched our new DPOS Connect IT solution! This online support modernizes workflow, better connects



occupational schools to the ETPL, and allows for more calculation of ROI for DPOS programs.

This week the state made Juneteenth an official state holiday. Dr. Paccione attended the bill signing. She stated that she is honored to serve as the first Black member of the Governor Polis's Cabinet. This new holiday means nearly 200,000 college and university students and nearly 400,000 P-12 students will have the day off and able to contemplate the meaning of this date.

In partnership with the Office of Early Childhood, the Department's Educator Preparation program:

- Distributed funds to pay the tuition and fees for ECE 101 and ECE 103 for over 1,913 students (for a total of over 2,400 courses) in the Fall 2021 and Spring 2022 semesters.
- Allocated \$1.8 million to IHEs for Spring 2022/Summer 2022 scholarships for students in early childhood related certificate and degree pathways.

#### **E. Legislative Update –**

Dr. Ben Boggs provided the legislative update for Ms. Chloe Figg as she was at the capitol during the meeting. In following her notes, Dr. Boggs thanked Chair Kerr, Vice Chair Hughes, and Commissioners Abramson and Scott for their participation in addressing legislative committees on various bills this session. It has been a positive and successful session for Colorado postsecondary education, and the time and contributions of our commissioners are sincerely appreciated,

The session is set to adjourn *sine die* on Wednesday, May 11. Since the legislative update email sent by Ms. Figg earlier this week, all of our priority bills have either passed or on their way to final passage. We are very pleased by the success of this session and look forward to implementation of the new legislation as we head into the summer.

**F. Public Comment-** There was no public comment.

## **II. Consent Items**

- A.** Educator Preparation – Recommend Approval of Principal Preparation Program Initial Authorization – *Dr. Brittany Lane*
- B.** Educator Preparation – Recommend Approval of Culturally and Linguistically Diverse Bilingual Preparation Program Initial Authorization – *Dr. Brittany Lane*
- C.** Educator Preparation – Recommend Approval of Special Education Preparation Program Initial Authorization – *Dr. Brittany Lane*
- D.** Degree Authorization – Recommendation of Approval for the Renewal of Full Authorization: Colorado Christian University – *Heather DeLange*



E. Degree Authorization – Recommendation of Amendment to CCHE Policy Section I, Part J – *Heather DeLange*

Commissioner Harber moved to approve Consent Items A through E. The motion was seconded by Commissioner Wilson and passed by consent.

**III. Discussion Items**

A. Update on Proposed Revisions to CCHE Policy Section I, Part N (Service Regions) – *Dr. Kim Poast*

Dr. Poast led a robust discussion on the proposed revisions to the service regions policy. She noted that the original initiative to re-examine the policy was included in HB21-1330 and directed to the Student Success and Workforce Revitalization Task Force. Discussions on this topic have included a range of stakeholders including the institution CEOs, the Academic Council and the Colorado Department of Education. A “sticking point” is the issue of concurrent enrollment for the K-12 districts are how they are assigned to postsecondary institutions, which can provide significant revenue for an IHE. The current draft of the new policy indicates that service boundaries would be drawn by the governing board of an institution in its ability to best meet the needs of its community.

Discussion focused on the process for making these changes, and when the Commission would be notified or involved. A priority concern is that the IHEs should work collaboratively to ensure the needs of the state’s students are met. In short, a “backstop” would be included to stipulate that all areas of the state are serviced. As part of an equity commitment, rural K-12 districts should have ample opportunity to provide concurrent enrollment options to their students. This raises the point of competition among the postsecondary IHEs in their ability to offer quality courses at reasonable expense, which is an important revenue stream. Therefore, for the Commission the point is not to protect rural institutions, but to help make them more competitive.

Dr. Poast reminded the Commission that the policy did not limit what a school district could obtain through virtual learning but was addressing the physical location of the courses – either at an IHE or at a school district. The approach to the new policy has been to explore how the state could “get out of the way” and increase competition while ensuring the needs of all students – urban and rural – are being met. And in doing so, IHEs can be incentivized to work collaboratively to offer better products.

The Commission agreed to have a second conversation at its June meeting, with the goal of voting on a new policy at its July retreat. Commission members and advisors are to communicate specific concerns to Dr. Poast so she can incorporate responses into the June discussion.





## B. Ad Hoc Strategic Plan Revision

The Commission discussed the current status of the Strategic Plan Revision. A question was raised as to whether the revised plan would have a monetary component to it so that the plan could be implemented statewide. The response underscored that the Commission is a coordinating body, not a governing one, and that the Commission is reviewing opportunities to emphasize data and measures towards goals and objectives as levers to clarify priorities and pathways for the IHEs. Related to this will be the funding allocation formula, which by statute will begin the process of being reviewed and revised at a stage following the establishment and implementation of the new strategic plan. That will be the opportunity to directly tie the strategic plan to appropriations and funding.

The conversation continued that lack of funding has been a challenge in education for generations. While waiting to address the funding formula and appropriations, efforts need to be emphasized to reallocate what is already provided to meet pressing strategic needs. Too many Coloradans are not entering postsecondary pathways, and too many that do are not completing with their credential.

Questions were raised as to the two previous strategic plans and if they were effective in creating change. Many state challenges persist. Yet, modest improvements did occur and the plans – aspirational as they may have been – created a common vision across state government, numerous stakeholders, and the IHEs on areas requiring attention. An opportunity with the new plan is to revisit historical assumptions and consider the current postsecondary ecosystem and students. CEOs seek to move away from “traditional students” and “two-year” and “four-year” institutions in light of their new realities, and who and what their students are and what education they seek. In this manner, the opportunity is to clearly define the problem we are trying to solve, and then developing a strategic plan that encourages a solution more flexibility than we have today.

## C. Presentation: Postsecondary Access and Success For Colorado’s High School Graduates 2022 Report – *Carl Einhaus*

Mr. Einhaus provided an overview of the updated Postsecondary Access and Success report which follows the high school graduating class of 2020 into their first year of higher education. A pre-recorded video provided highlights of key findings. As anticipated, the pandemic had a negative impact on college-going rates, particularly for low-income students and students graduating from high schools in rural areas. Commissioners asked what they could do to assist in reversing the trends brought on by the pandemic. Mr. Einhaus and CDHE leaders will discuss internally ideas to introduce to the Commission.

## D. Potential New Graduation Rate Metric in the Higher Education Funding Formula – *Lauren Gilliland*



Ms. Lauren Gilliland reviewed the mandate in House Bill 20-1366 to reexamine how the funding formula could better incorporate performance metrics beyond first-time full-time students. She reviewed the timeline for this discussion, which will culminate in a full CCHE vote at the June 6<sup>th</sup> meeting on a recommendation to submit to the Joint Budget Committee. Ms. Gilliland reviewed the current graduation rate metrics and noted that the Department could generate a metric for all students, not just first-time full-time, but that it would be graduation in 200% of time. This was not looked upon favorably by FPA and is not in line with administration priorities. Ms. Gilliland informed commissioners that the Department could generate a 100% and 150% metric, but it would take more time. She informed commissioners that they could recommend development of a timely completion metric for all students, but that its development could be done during the five-year review process. Commissioner Scott recommended also looking into progression metrics. Vice Chair Hughes recommended this issue be taken back to the Finance, Performance and Accountability committee for further discussion.

#### **IV. Action Items (10 minutes)**

##### **A. Financial Aid Allocation Methodology Approval – *Lauren Gilliland***

Ms. Lauren Gilliland stated that the purpose of this item is for the Commission to approve the new financial aid allocation methodologies for the Colorado Student Grant, Colorado Graduate Grant, and Colorado Work Study program. Actual allocations are to be voted on at the June CCHE meeting. Ms. Gilliland described the process by which recommendations were developed. These included extensive stakeholder input, work with the Finance, Performance and Accountability Committee, and consultation with Hanover Research over the course of a year. She noted that Hanover Research confirmed the new methodologies complied with best practices. Commissioner Tucker motioned to accept the financial aid allocation methodology for the various programs that were mentioned. Commissioner Harber seconded. No objections were made, and the motion passed.

##### **B. Degree Authorization – Recommendation of Probationary Authorization for Aspen University – *Heather DeLange***

Heather DeLange, Director of the Office of Private Postsecondary Education, provided a summary of the agenda item and the rationale for the recommendation of the Probationary Status for Aspen University. The probation recommendation was based on the lack of notification of the request for change with Aspen University's accreditor as required by state policy. Dr. Joanne Weiss and Jay Vaughan of Aspen University provided a recap of the issue from the institution's perspective. Assistant Attorney General Natalie Powell joined the meeting and noted she would like the opportunity to provide the Commission with legal advice in executive session. Based on the advice of Ms. Powell, Commissioner Meyer



made the motion to notice an executive session, Commissioner Harber seconded the motion. The executive session will be scheduled.

Meeting adjourned at 3:53pm.



**TOPIC:** RECOMMEND APPROVAL CASH FUNDED CAPITAL HEALTH PROGRAM INTERGRATION AND ANNEX RENOVATION – ARAPAHOE COMMUNITY COLLEGE

**PREPARED BY:** MITCHELL KARSTENS, CHIEF FINANCIAL OFFICER

**I. SUMMARY**

This consent item seeks approval of the Cash Funded Capital project of the Health and Program Integration and Annex Renovation for Arapahoe Community College. The amended adds spending authority of \$3,500,000 to the project to enhance square footage, technology, and capacity.

**II. BACKGROUND**

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either their approval or commentary on amendments to capital project cash requests by public institutions of higher education. Capital construction projects or acquisition of real property less than or equal to \$2 million that are exclusively cash funded, and projects not for new construction less than or equal to \$10 million that are exclusively cash funded are exempted from this process.

**III. STAFF ANALYSIS**

**Health Program Integration and Annex Renovation:**

**Table 1:** Two-Year Cash Funded Capital Program, Westfall Hall Abatement and Window Replacement

FY 2022-23 Through FY 2022-23 List	
<b>Cash Funds</b>	\$14,652,093
<b>Federal Funds</b>	-
<b>Total Funds</b>	<b>\$14,652,093</b>

**Project Description:** Arapahoe Community College (ACC) requests the use of additional cash funds by supplementing spending authority by \$3,500,000 to add square footage and additional technology to the project. The additional square footage will be added to the allied health programs space to address the current challenge of their spaces being 50% undersized for lab exercises and active learning and then increase beyond the rightsizing to add capacity for additional cohorts of students. Technology will be added to the renovated or additional labs and classrooms and be integrated into the simulation center.

**IV. STAFF RECOMMENDATIONS**

**Staff recommend approval of the additional spending authority for Arapahoe Community College for the Health Program Integration and Annex Renovation and its forwarding to the Capital Development Committee and the Office of State Planning and Budgeting.**

**V. STATUTORY AUTHORITY**

C.R.S. 23-1-106(1) Except as permitted by subsection (9) of this section, it is declared to be the policy of the general assembly not to authorize any activity requiring capital construction or capital renewal for state institutions of higher education unless approved by the commission.

(5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.

(b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

(10)(b) For any project subject to subsection (9) of this section, the governing board may enhance the project in an amount not to exceed fifteen percent of the original estimate of the cost of the project without the approval of the commission, the office of state planning and budgeting, the capital development committee, or the joint budget committee so long as the governing board notifies the commission, the office of state planning and budgeting, the capital development committee, and the joint budget committee in writing, explaining how the project has been enhanced and the source of the moneys for the enhancement.

**ATTACHMENTS:**

**ATTACHMENT A: FY 2022-23 Supplemental Capital Construction/Capital Renewal Request Narrative**

**TOPIC:** RECOMMEND APPROVAL THE TEACHER EDUCATION LOAN FORGIVNESS

**PREPARED BY:** MITCHELL KARSTENS, CHIEF FINANCIAL OFFICE

**I. SUMMARY**

This consent item seeks approval of the process and timeline for the teacher education loan forgiveness program

**II. BACKGROUND**

Pursuant to C.R.S. §23-3.9-100.2, the Colorado Commission on Higher Education considers approval of all educator loan forgiveness programs.

The Educator Loan Forgiveness Program originally created by Senate Bill 19-003 grants up to \$5,000 annually to educators, principals, and Special Service Providers (SSP) currently serving rural districts or teaching in hard-to-fill positions in Colorado. Per statute, the program prioritizes applicants who have been in the field the longest. The awards will be made in monthly distributions so they will count towards qualifying monthly payment for those individuals participating in Federal loan forgiveness programs.

Applicants must be currently employed in Colorado and hold a valid Colorado educator, principal or SSP license.

This program is funded for five years. This is the first year of the five-year program, with \$500,000 to be distributed annually. Applicants must re-apply each year for consideration.

Process:

- 1) Applicant submits an interest survey.
- 2) Applicants then get a link within 48-72 hours inviting them to set up an account in tuition.io and fill out the more detailed part of the application.
- 3) Applicants submit the detailed application form with proof of licensure and employment.
- 4) When the application closes, our vendor ranks applicants according to statute (ranking which the Department provides).
- 5) Award/denial letters are then transmitted, and awardees are instructed to link their loans in the tuition.io system so the award can be distributed directly to their lender in monthly payments.
- 6) There will be a mid-cycle eligibility reassessment in September 2022 to ensure awardees still qualify. Upon re-certification, the monthly payments continue.

Additionally, **Financial Wellness Support** (including help navigating the Federal Public Service Loan Forgiveness Program, counseling to find the best student loan repayment strategy for your situation and more) is available free of charge to up to 3,000 applicants through tuition.io.

The application was open from December 15, 2021-April 15, 2022. Staff advertised on the DHE website and through social media, in educator publications, to our listservs including to IHEs to share with their alumni networks.

### **III. STAFF ANALYSIS**

The teacher educator loan forgiveness program is outlined on the priority and process that should be followed for staff to award the funds to awardees. Staff worked with the Colorado Department of Education (CDE) to update and use the approved rural schools and districts list as well as the content- shortage area. The vendor, Tuition IO, has been contracted by the department to administer the application process, notification, awarding, verification, servicer payments, and awardee customer service. Applications are reviewed by the vendor and ranked based on the criteria and hierarchy outlined within the legislation. Before awarding, the department reviews and verifies the vendor's use of the criteria and awarding. Department staff meet with the vendor bi-monthly to review/confirm the process and provide support when needed.

Award/denial letters were transmitted on May 18, 2022. Initially, 4,406 individuals submitted an interest survey. Of that number, 1,655 individuals submitted a complete application (including proof of licensure and employment). This round of awardees is now linking their loans in the tuition.io portal. The first monthly payments will start going out to awardees in July 2022.

### **IV. STAFF RECOMMENDATION**

**Staff recommend approval of the Teacher Educator Loan Forgiveness Program**

### **V. STATUTORY AUTHORITY**

#### **C.R.S. §23-3.9-100.2 -Commission directive - approval of teacher education loan forgiveness program**

(1) (a) The general assembly authorizes the commission to develop and maintain AN EDUCATOR loan forgiveness pilot program for implementation beginning in the 2001-02 2019-20 academic year for payment of all or part of the principal and interest

(c) SUBJECT TO AVAILABLE APPROPRIATIONS, THE COMMISSION SHALL ANNUALLY APPROVE APPLICATIONS FOR UP TO ONE HUNDRED NEW PARTICIPANTS IN THE EDUCATOR LOAN FORGIVENESS PROGRAM. IF MORE APPLICANTS APPLY THAN THE NUMBER OF NEW PARTICIPANTS AUTHORIZED FOR THE APPLICABLE YEAR, THE COMMISSION SHALL

**TOPIC:** RECOMMEND APPROVAL THE TEMPORARY TEACHER  
EDUCATION LOAN FORGIVENESS

**PREPARED BY:** MITCHELL KARSTENS, CHIEF FINANCIAL OFFICER

**I. SUMMARY**

This consent item recommends approval of the process and timeline for the temporary teacher education loan forgiveness program.

**II. BACKGROUND**

Pursuant to C.R.S. §23-3.9-100.2, the Colorado Commission on Higher Education considers approval of all temporary educator loan forgiveness program.

House Bill 22-1220 created the Temporary Educator Loan Forgiveness Program for K-12 licensed educators and counselors working and living in Colorado. The application was opened on May 18, 2022 and will close June 15, 2022.

Priority will be given to applicants early in their career working in rural Colorado (or) in a content-shortage area anywhere in Colorado. Applicants must have attended a Colorado educator preparation program or completed their counseling studies in Colorado. Applicants will be eligible for up to \$5,000 in loan forgiveness annually. This is a 2-year program. Applicants must re-apply in the second year to be considered for an award in that cycle.

The program has been allocated \$10 million which includes administration fees. With those funds, approximately 2,000 awards will be made at \$5,000 each before the close of this program. Funds must be spent by June 30, 2024, with two rounds of applications.

If there are more eligible applicants than available funds, applications will be prioritized per the statute.

Applications submitted for the Colorado Educator Loan Forgiveness program this year will be reviewed for eligibility with this program as well. Those applicants will not need to submit another application.

A similar marketing approach is being used for this program, in addition to informing the 4,400+ people who showed interest in the Colorado Educator Loan Forgiveness program of this opportunity.

Process:

- 1) Applicant submits an interest survey.
- 2) Applicants receive a link within 48-72 hours inviting them to establish an account in tuition.io and complete the more detailed part of the application.
- 3) Applicants submit the detailed application form with proof of licensure and employment.
- 4) When the application closes, vendor ranks applicants according to priority list in statute (and provided by Department staff).



- 5) Award/denial letters are then transmitted, and awardees are instructed to link their loans in the tuition.io system so the award can be distributed directly to their lender in monthly payments.
- 6) There will be a mid-cycle eligibility reassessment in September 2022 to be sure awardees still qualify. Upon re-certification, the monthly payments continue.

Additionally, **Financial Wellness Support** (including help navigating the Federal Public Service Loan Forgiveness Program, counseling to find the best student loan repayment strategy for your situation and more) is available free of charge to up to 3,000 applicants through tuition.io.

### **III. STAFF ANALYSIS**

The teacher educator loan forgiveness program is outlined on the priority and process to be followed for staff to award the funds to awardees. Staff worked with the Colorado Department of Education (CDE) to update and use the approved rural schools and districts list as well as the content- shortage area. The vendor, Tuition IO, has been contracted from the department to administer the application process, notification, awarding, verification, servicer payments, and awardee customer service. Applications are reviewed by the vendor and ranked based on the criteria and hierarchy outlined within the legislation. Before awarding, Department staff check and verify the vendors use of the criteria and awarding. Department staff meet with the vendor bi-monthly to review the process and provide support when needed.

### **IV. STAFF RECOMMENDATION**

**Staff recommend approval of the Temporary Teacher Educator Loan Forgiveness Program.**

### **V. STATUTORY AUTHORITY**

**C.R.S. §23-3.9-402.** Temporary educator loan forgiveness program - administration - eligibility. (1) (a) THE GENERAL ASSEMBLY AUTHORIZES THE COMMISSION TO DEVELOP AND MAINTAIN A TEMPORARY EDUCATOR LOAN FORGIVENESS PROGRAM FOR IMPLEMENTATION IN THE 2022-23 STATE FISCAL YEAR FOR PAYMENT OF ALL OR PART OF THE PRINCIPAL AND INTEREST OF THE QUALIFIED LOANS OF AN EDUCATOR WHO IS HIRED FOR A QUALIFIED POSITION. THE COMMISSION SHALL DETERMINE WHETHER A LOAN IS A QUALIFIED LOAN FOR PURPOSES OF THE TEMPORARY EDUCATOR LOAN FORGIVENESS PROGRAM. THE COMMISSION SHALL DEVELOP LOAN REPAYMENT POLICIES THAT ENSURE THE MONEY IS USED FOR THE REPAYMENT OF QUALIFIED LOANS OF EDUCATORS EMPLOYED IN QUALIFIED POSITIONS

(c) NO LATER THAN JULY 1, 2022, THE COMMISSION SHALL APPROVE APPLICATIONS. IF MORE NEW PARTICIPANTS APPLY THAN CAN BE APPROVED BASED ON THE MONEY AVAILABLE, THE COMMISSION SHALL: (I) FIRST, APPROVE APPLICANTS WHO HAVE CONTRACTED FOR A QUALIFIED POSITION IN A RURAL SCHOOL DISTRICT OR RURAL SCHOOL WHOSE PERCENTAGE OF AT-RISK PUPILS EXCEEDED SIXTY PERCENT IN THE 2021-22 BUDGET YEAR; (II) SECOND, APPROVE APPLICANTS WHO HAVE CONTRACTED FOR A PAGE 14-HOUSE BILL 22-1220 QUALIFIED POSITION IN A CONTENT SHORTAGE AREA WITH A SCHOOL WHOSE PERCENTAGE OF AT-RISK PUPILS EXCEEDED SIXTY PERCENT IN

THE 2021-22 BUDGET YEAR; (III) THIRD, APPROVE APPLICANTS WHO HAVE CONTRACTED FOR A QUALIFIED POSITION IN A RURAL SCHOOL DISTRICT OR RURAL SCHOOL; AND (IV) FOURTH, APPROVE APPLICANTS WHO HAVE CONTRACTED WITH A SCHOOL FOR A QUALIFIED POSITION IN A CONTENT SHORTAGE AREA. (2) IN ADDITION TO ANY QUALIFICATIONS THE COMMISSION SPECIFIES, TO QUALIFY FOR THE TEMPORARY EDUCATOR LOAN FORGIVENESS PROGRAM, AN EDUCATOR MUST: (a) GRADUATE FROM A PROGRAM OF PREPARATION THAT LEADS TO EDUCATOR LICENSURE PURSUANT TO ARTICLE 60.5 OF TITLE 22; (b) MEET LICENSURE REQUIREMENTS PURSUANT TO SECTION 22-60.5-201 (1)(a) OR (1)(b) OR 22-60.5-210 (1)(a); (c) ENTER THE EDUCATOR WORKFORCE ON OR AFTER THE 2019-20 STATE FISCAL YEAR AND CONTRACT FOR A QUALIFIED POSITION NO LATER THAN THE END OF THE 2021-22 STATE FISCAL YEAR; AND (d) BE LIABLE FOR AN OUTSTANDING BALANCE ON A QUALIFIED LOAN. (3) AN EDUCATOR WHO HAS RECEIVED MONEY FROM THE EDUCATOR LOAN FORGIVENESS PROGRAM CREATED IN SECTION 23-3.9-102, STUDENT EDUCATOR STIPEND PROGRAM CREATED IN SECTION 23-3.9-302, OR EDUCATOR TEST STIPEND PROGRAM CREATED IN SECTION 23-3.9-303 IS NOT ELIGIBLE FOR LOAN FORGIVENESS MONEY PURSUANT TO THIS PART 4. (4) AN EDUCATOR WHO QUALIFIES PURSUANT TO SUBSECTION (2) OF THIS SECTION IS ELIGIBLE FOR UP TO FIVE THOUSAND DOLLARS IN LOAN FORGIVENESS.

**TOPIC:** FISCAL YEAR 2022-23 FINANCIAL AID ALLOCATION APPROVAL

**PREPARED BY:** LAUREN GILLILAND, BUDGET DIRECTOR

**SUMMARY**

This consent item seeks approval of the Fiscal Year 2022-23 financial aid allocations for the State's undergraduate need, graduate need, work-study and career and technical education financial aid programs. Categorical aid allocations are also included for informational purposes, though the Department and Commission do not have authority over them.

**BACKGROUND**

Pursuant to Colorado Revised Statutes (C.R.S.) 23-3.3-102 (2), each year the Colorado Commission on Higher Education (CCHE) allocates the state-funded, student financial aid appropriations to eligible higher education institutions. Financial aid in Colorado is decentralized; while allocations are made by the Commission, individual packaging decisions are made at the institution level. The Commission does not make funding decisions for individual students. The CCHE's financial aid policy, Section VI F, describes goals, aid programs and eligibility.

The financial aid policy is guided by the following three principles:

1. Maximize the amount of financial aid funds available to Colorado residents;
2. Direct state need-based dollars to students with the least ability to pay; and,
3. Recognize that students can make choices that impact what they pay, such as working or earning scholarships.

On April 15<sup>th</sup>, the Finance, Performance and Accountability (FPA) subcommittee of the Commission approved new methodologies for the Colorado Student Grant, the Graduate Grant, and the Colorado Work-Study program. On May 6<sup>th</sup>, the full Commission approved the new methodologies. The Career and Technical Education grant was not a part of the review process, as the Commission approved a new methodology for it last year. On May 20<sup>th</sup>, FPA voted to approve the actual financial aid allocations to each institution based on appropriations in House Bill 22-1329 (Fiscal Year 2022-23 Long Bill) and the newly approved allocation formulas.

House Bill 22-1329 includes an 11.4% increase in non-entitlement financial aid over Fiscal Year 2021-22. The entirety of this increase was in the need-based financial aid line. As such, the Colorado Student Grant and Graduate Grant increased by 13.3%, while the Work Study and Career and Technical Grants were held flat. The appropriation for the Fort Lewis Native American Tuition Waiver (FLNAW), which provides payments to Fort Lewis College for Native American student tuition waivers as mandated by Section 23-52-105 C.R.S., also grew by approximately \$1.52 million based on enrollment and tuition changes. Finally, the Dependent Tuition Assistance Program, which provides financial aid to the dependents of occupationally disabled police and firefighters, increased by \$187,700 due to demand in recent years. Table 1 shows FY 2021-22 and FY 2022-23 appropriations as reflected in the Long Bill.

**Table 1: FY 2022 and Current Long Bill FY 2023 General Fund Financial Aid Appropriations**

	FY 21 Appropriation	FY 22 Appropriation	\$ Change	% Change
Undergraduate & Graduate Need	\$180,825,470	\$204,929,428	\$24,103,957	13.3%
Work Study	\$23,129,178	\$23,129,178	\$0	0%
Career and Technical Education (CTE)	\$450,000	\$450,000	\$0	0%
Dependent Tuition Assistance Program (DTAP)	\$956,000	\$1,143,700	\$187,700	19.6%
FLNAW	\$24,045,076	\$25,563,965	\$1,518,889	6.3%
<b>Total</b>	<b>\$229,405,724</b>	<b>\$255,216,271</b>	<b>\$25,810,547</b>	<b>11.3%</b>

### **III. STAFF ANALYSIS**

The following reviews the state funded financial aid categories included in the FY 2022-23 Long Appropriations Bill.

#### **Need-Based Aid - \$204,929,428**

Need-based aid is distributed via two formulas, the Completion Incentive Grant model (also referred to as the Colorado Student Grant or CSG model) and the Critical Careers Graduate Grant model (also referred to as the Graduate Grant model). Additional details on both models are available below. All models were approved by the FPA and full Commission.

##### **A. Completion Incentive Grant (Colorado Student Grant) - \$190,399,402**

The Completion Incentive Grant Program, also referred to as the Colorado Student Grant or CSG, is awarded to undergraduate students with demonstrated financial need. Allocations are based on the sum of student FTE that are in-state, have a Pell-eligible expected family contribution (EFC), and attending at least 0.5 time at each institution with differential dollar allocations based on the FTE at each grade level. The goal of the undergraduate need-based aid model is to: incentivize institutions to meet CCHE's Master Plan goals by encouraging institutions to support student progress and timely completion; target aid to the neediest students; and ensure year-to-year predictability for financial aid administrators.

The CSG allocation method provides more aid to institutions who enroll students that have the highest demonstrated need by providing a set amount for each FTE meeting the aforementioned requirements and increasing that amount of aid awarded to the institution incrementally by student grade-level. This is intended to incentivize institutions to improve the retention and progress of Pell-eligible students.

To encourage institutions to support timely completion, the model also includes an upper limit for advanced seniors – students who have reached their Pell Lifetime Eligibility Used (LEU) as determined by federal financial aid processing documents. Institutions receive the same allocation for advanced seniors as they do for freshman students.

Stability is a key tenant of the need-based financial aid funding model; therefore, a three-year rolling average and a guardrail provision are in place to prevent large fluctuations in allocations to institutions. The lower guardrail is equal to percentage enrollment growth/decline plus then Higher Education Price Index (HEPI). The upper guardrail is equal to three times the growth of the overall allocation for the program.

For FY 2022-23 allocation purposes, Pell-eligible students are those with an expected family contribution (EFC) between \$0 and \$5,711, the amount necessary to qualify for a Federal Pell Grant in the 2020-21 award year. Institutions are allocated an amount based on Pell-eligible, in state, at least 0.5-time FTE, with amounts increasing for each grade level. This year the starting amount allocated based on one freshman FTE increased from \$2,450 to \$3,035, while the increment increased between grade level decreased from \$340 to \$255 per the new methodology.

All but one institution saw an increase, and that institution only saw a 1.7% decrease. This is due to the 13.3% increase in the total appropriation. The institution with the decrease had a large decline in the FTE counted in the model.

#### **B. Critical Careers Funding for Graduate Students (Graduate Grant) - \$14,530,025**

This program allocates need-based financial aid for graduate students enrolled in critical career programs as identified by the Colorado Talent Pipeline Report and state priorities. This list was revised in the approved methodology changes. Graduate Grant allocations are based on sum of student FTE that are in-state, have a Pell-eligible EFC, are enrolled at least 0.5 time, and are enrolled in the list of approved programs. The total allocations increased by 13.3%. Many institutions saw an increase, two received an allocation for the first time, and three saw no change. A lower guardrail of flat was imposed per previous discussions with the Commission.

#### **Work Study Financial Aid - \$23,129,178**

Colorado's Work Study Program allows students to earn funds to assist in attending eligible educational institutions. It is considered a form of "self help" assistance since the student is earning money to help meet educational costs. Employment may be in jobs at eligible Colorado educational institutions, non-profit organizations, governmental agencies, or for-profit organizations. At least 70 percent of work study funds must be awarded to students with documented financial need. FY 2022-23 funding for work study remained flat to the prior year. Previous years' work study allocations were primarily historical. The new methodology approved by the Commission seeks to equalize the per FTE (in-state, attending at least 0.5 time) allocation over time. This is accomplished by reducing all institutions over the per FTE average allocation by 5% and reallocating the reduction to the institutions below the per FTE average in proportion to how far under average they are. As such, some institutions saw a 5% decrease from last fiscal year. Those with lower than average per FTE allocations saw an increase.

#### **Career and Technical Education - \$450,000**

HB 15-1275 was part of the package of workforce bills passed during the 2015 legislative session. This supports low-income students pursuing credentials in Career and Technical Education (CTE) programs that are too short to be eligible for a Pell grant. CTE allocations have remained the same

from the program's creation through FY 2020-21. In FY 2021-22, the Department/Commission updated the model to reflect actual completions data in eligible programs, with new allocations being phased in over multiple years in order to preserve stability in allocations from year to year. The total allocation has remained at \$450,000 since the program's inception.

**Categorical Financial Aid** – *see Table 2 below*

Categorical Financial Aid covers the Native American Tuition Assistance program at Fort Lewis College (FLNAW) and Dependents Tuition Assistance Program (DTAP) grants, which are entitlements that go directly to eligible students. **Table 2** details the appropriations to these categorical financial aid appropriations by year.

The Native American Tuition Assistance Program provides tuition for all eligible Native American students at Fort Lewis College under an agreement between the U.S. Government and the State of Colorado. Cost increases are tied to enrollment shifts and tuition levels. DTAP provides financial support for dependents of law enforcement, firefighters, and eligible military personnel who were injured in the line of duty. The program is authorized in state statute. In FY 2022-23, the DTAP appropriation increased given its consistent surpassing of previous appropriations, requiring a supplemental.

**Table 2: Summary of State Categorical Financial Aid Programs**

	2020-21	2021-22	2022-23
FLNAW	\$21,790,595	\$24,045,076	\$25,563,965
DTAP	\$956,000	\$956,000	\$1,143,700

**Proprietary Institutions**

Five private for-profit institutions currently receive allocations of state financial aid. All five institutions receive a Colorado Student Grant allocation, and Rocky Mountain College of Art and Design (RMCAD) receives an additional allocation of Colorado Work Study. However, proprietary institutions do not participate directly in the funding allocation models; instead, they receive an increase (or decrease) in CSG proportional to the increase (or decrease) in the need-based aid line overall. Similarly, RMCAD receives an increase (or decrease) in work study in proportion to the overall increase (or decrease) in the work study line overall. Allocations can be seen in Attachment A.

**IV. STAFF RECOMMENDATION**

**Staff recommends approval of the Fiscal Year 2022-23 Financial Aid Allocations provided in Attachment A.**

**V. STATUTORY AUTHORITY**

C.R.S. 23-3.3-102(2): Assistance program authorized - procedure - audits.

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

**ATTACHMENTS**

- Attachment A: Fiscal Year 2022-23 Financial Aid Allocations

Institution	CSG (undergrad need-based)			Grad Grant (grad need-based)			Work Study			CTE		
	FY21-22	FY22-23	% Change	FY21-22	FY22-23	% Change	FY21-22	FY22-23	% Change	FY21-22	FY22-23	% Change
Public Four-Year Institutions												
Adams State University	\$ 2,308,145	\$ 2,268,367	-1.7%	\$ -	\$ 40,318	N/A	\$ 455,077	\$ 432,323	-5.0%	\$ -	\$ -	0.0%
Colorado Mesa University	8,567,909	9,828,811	14.7%	50,247	77,084	53.4%	1,002,770	1,054,956	5.2%	6,083	8,481	39.4%
Colorado School of Mines	1,995,233	2,214,262	11.0%	647,311	647,311	0.0%	518,181	492,272	-5.0%	-	-	0.0%
Colorado State University	14,670,353	16,679,052	13.7%	1,634,391	1,634,391	0.0%	2,361,724	2,401,062	1.7%	-	-	0.0%
Colorado State University - Pueblo	4,676,962	5,233,032	11.9%	112,048	169,612	51.4%	878,653	834,720	-5.0%	-	-	0.0%
Fort Lewis College	1,529,585	1,727,885	13.0%	-	2,210	N/A	357,865	339,972	-5.0%	-	-	0.0%
Metropolitan State University of Denver	23,042,483	25,956,336	12.6%	50,428	175,349	247.7%	2,755,271	2,617,507	-5.0%	-	-	0.0%
University of Colorado Boulder	12,908,205	14,696,827	13.9%	875,459	1,018,257	16.3%	2,053,113	2,142,113	4.3%	-	-	0.0%
University of Colorado Colorado Springs	10,002,765	11,274,267	12.7%	269,260	370,965	37.8%	909,119	1,009,989	11.1%	-	-	0.0%
University of Colorado Denver	13,523,820	15,285,464	13.0%	7,121,976	7,844,186	10.1%	1,134,628	1,248,214	10.0%	-	-	0.0%
University of Northern Colorado	8,048,953	9,182,396	14.1%	287,417	416,826	45.0%	1,306,532	1,241,205	-5.0%	-	-	0.0%
Western Colorado University	1,338,214	1,481,268	10.7%	13,428	19,642	46.3%	285,097	270,842	-5.0%	-	-	0.0%
Public Two-Year Institutions												
Arapahoe Community College	\$ 3,068,393	\$ 3,476,228	13.3%	\$ -	\$ -	N/A	\$ 466,199	\$ 476,578	2.2%	\$ 27,595	\$ 20,666	-25.1%
Colorado Northwestern Community College	545,635	642,150	17.7%	-	-	N/A	90,027	85,526	-5.0%	2,180	1,883	-13.6%
Community College of Aurora	4,091,200	4,753,369	16.2%	-	-	N/A	411,839	429,948	4.4%	13,012	10,578	-18.7%
Community College of Denver	6,168,322	6,837,029	10.8%	-	-	N/A	953,113	905,457	-5.0%	14,532	13,333	-8.3%
Front Range Community College	9,351,318	10,846,303	16.0%	-	-	N/A	1,228,814	1,247,541	1.5%	125,588	147,127	17.2%
Lamar Community College	613,148	688,178	12.2%	-	-	N/A	131,342	124,775	-5.0%	2,062	2,388	15.8%
Morgan Community College	671,615	748,945	11.5%	-	-	N/A	145,273	138,009	-5.0%	5,560	4,975	-10.5%
Northeastern Junior College	884,676	949,478	7.3%	-	-	N/A	202,961	192,813	-5.0%	7,368	8,511	15.5%
Otero College	1,079,657	1,302,454	20.6%	-	-	N/A	232,560	220,932	-5.0%	7,232	5,741	-20.6%
Pikes Peak Community College	12,231,012	14,107,538	15.3%	-	-	N/A	1,185,326	1,218,456	2.8%	58,012	61,738	6.4%
Pueblo Community College	4,992,805	5,544,529	11.1%	-	-	N/A	834,754	793,016	-5.0%	54,852	44,088	-19.6%
Red Rocks Community College	4,142,302	4,651,958	12.3%	71,483	75,051	5.0%	486,718	462,382	-5.0%	60,175	56,258	-6.5%
Trinidad State College	1,394,391	1,641,863	17.7%	-	-	N/A	375,195	356,435	-5.0%	8,821	9,889	12.1%
Local District Colleges												
Aims Community College	\$ 4,366,135	\$ 5,062,778	16.0%	\$ -	\$ -	N/A	\$ 415,092	\$ 421,867	1.6%	\$ 22,610	\$ 21,278	-5.9%
Colorado Mountain College	2,588,176	2,812,892	8.7%	-	-	N/A	195,709	212,480	8.6%	18,166	21,370	17.6%
Non-Profit Private Institutions												
Colorado Christian University	\$ 2,396,573	\$ 2,747,214	14.6%	\$ 10,665	\$ 59,636	459.2%	\$ 255,753	\$ 278,620	8.9%	\$ -	\$ -	0.0%
Colorado College	162,277	174,906	7.8%	-	-	N/A	157,620	149,739	-5.0%	-	-	0.0%
Naropa University	160,284	224,381	40.0%	-	-	N/A	33,530	32,045	-4.4%	-	-	0.0%
Regis University	2,461,753	2,493,006	1.3%	1,356,779	1,356,779	0.0%	546,870	519,527	-5.0%	-	-	0.0%
University of Denver	1,602,435	1,818,123	13.5%	319,772	622,406	94.6%	543,934	516,737	-5.0%	-	-	0.0%
Area Technical Colleges												
Technical College of the Rockies	\$ 176,318	\$ 234,690	33.1%	\$ -	\$ -	N/A	\$ 6,220	\$ 10,144	63.1%	\$ 7,520	\$ 5,358	-28.7%
Emily Griffith Technical College	907,214	1,270,009	40.0%	-	-	N/A	63,973	95,216	48.8%	8,635	6,338	-26.6%
Pickens Technical College	575,394	680,802	18.3%	-	-	N/A	31,207	38,639	23.8%	-	-	0.0%
Proprietary Institutions												
Colorado Technical University	\$ 226,373	\$ 256,549	13.3%	\$ -	\$ -	N/A	-	-	N/A	-	-	0.0%
ConCorde Career Institute	278,283	315,378	13.3%	-	-	N/A	-	-	N/A	-	-	0.0%
International Bty	71,825	81,399	13.3%	-	-	N/A	-	-	N/A	-	-	0.0%
IBMC	80,284	90,986	13.3%	-	-	N/A	-	-	N/A	-	-	0.0%
RMCAD	104,384	118,298	13.3%	-	-	N/A	\$ 117,119	117,119	0.0%	-	-	0.0%
<b>Totals</b>	<b>\$ 168,004,807</b>	<b>\$ 190,399,402</b>	<b>13.3%</b>	<b>\$ 12,820,663</b>	<b>\$ 14,530,025</b>	<b>13.3%</b>	<b>\$ 23,129,178</b>	<b>\$ 23,129,178</b>	<b>0.0%</b>	<b>\$ 450,000</b>	<b>\$ 450,000</b>	<b>0.0%</b>



**TOPIC:** RECOMMEND APPROVAL OF DANCE ENDORSEMENT AT  
COLORADO STATE UNIVERSITY

**PREPARED BY:** DR. BRITTANY LANE, DIRECTOR, EDUCATOR PREPARATION

**I. SUMMARY**

This consent item recommends approval for Colorado State University (CSU) to offer the Dance educator endorsement.

**II. BACKGROUND**

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education regarding the program content.

The process for initial approval of new educator preparation program is as follows:

- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- CDE makes a recommendation to the State Board of Education (SBE) for consideration.
- If the SBE approves the program, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for alignment to the statutorily required performance-based standards. [C.R.S. §23-1-121(2)].
- DHE forwards a recommendation for to CCHE for action.

**III. STAFF ANALYSIS**

The Colorado State Board of Education approved the content of CSU's Dance endorsement program at its May 16, 2022, meeting and CDE staff transmitted its affirmative recommendations to the Department.

Department staff has analyzed the proposed program, according to the statutory performance-based standards set forth in C.R.S. §23-1-121(2) and confirm that it meets the criteria. The following evidence is summarized from the institution's proposal:

1. **Program Design:** Like other CSU programs, the proposed Dance educator program is designed with a consistent philosophical and programmatic core of learning based on standards (national, state, and institutional), by extensive and intensive partnerships between and within the university and with local school communities, and by maximizing experiential learning opportunities for candidates.

2. **Educator Knowledge and Competencies:** CSU provided criteria for success for content, pedagogical, and professional knowledge.
3. **Clinical Experiences:** Clinical field experiences will provide prospective teachers with extended opportunities for practice in actual classroom situations. In these settings, student teachers participate directly in teaching-learning conditions under the guidance of experienced teachers. Accordingly, student teachers have opportunities to test theories and put into practice pedagogical methods and technical content they have learned.
4. **Program Impact and Continuous Improvement:** CSU joined the network for Excellence in Teaching (NExT) to collect data and evaluate data on program completers.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff find the proposed program consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. Upon the Commission's approval, this program will be reevaluated during the institutions next regularly scheduled reauthorization.

#### **IV. STAFF RECOMMENDATION**

**Staff recommend approval of the Colorado State University Dance educator preparation program.**

#### **V. STATUTORY AUTHORITY**

##### **C.R.S. §23-1-121-Commission directive - approval of educator preparation programs**

(2) The commission shall adopt policies establishing the requirements for educator preparation programs that include:

- (a) Program design around a shared vision of candidate proficiency and professionalism that supports decision-making about partnerships and the integration of curricula, learners, and course work and clinical experiences;
- (b) Mapping, planning, development, assessment, and support of candidate proficiencies, including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositions and professional qualities necessary to be successful;
- (c) With regard to teacher and principal preparation programs, courses that provide content knowledge as described in part 10 of article 7 of title 22, specifically in teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005;
- (d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours, of clinical practice. A teacher candidate must

complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), in the manner specified by rule of the state board;

(f) A requirement that preparation program faculty, to improve their work, must engage in continuous evidence-based cycles of self-reflection and review regarding the impact of their programs on their candidates' development throughout the programs. These cycles must include data on current candidates throughout the program and available data on program completers.

**TOPIC: FUNDING FORMULA RECOMMENDATION TO THE JOINT BUDGET COMMITTEE**

**PREPARED BY:** LAUREN GILLILAND, BUDGET DIRECTOR

**I. SUMMARY**

C.R.S. § 23-18-306(4) requires the Commission, in conjunction with the Department and in collaboration with the governing boards, to identify and recommend ways to better measure the success of students who are not identified as first-time, full-time for potential use in the higher education funding formula created in H.B. 20-1366. Further, the Commission may recommend changes to the formula and related statute. The Commission also could choose not to recommend the measures integration into the formula. On May 20<sup>th</sup>, a memorandum from the Commission to the Joint Budget Committee (Attachment A) was approved by the Finance, Performance and Accountability subcommittee. This item seeks Commission approval of that memorandum.

**II. BACKGROUND**

*1366 Funding Allocation Formula*

H.B. 20-1366 established a new funding allocation formula for higher education., first used in Fiscal Year 2021-22. The funding formula contains three steps. The bulk of model funding to governing boards is calculated through step two of the formula. In this step, each category of performance is assigned a weight. Next, each metric is measured using a series of calculations that first look at a governing board's change in performance over time, then compares each governing board's change in performance to the change at other institutions statewide. The eight metrics included in step two of the formula are designated in statute and include:

- Resident enrollment (**10 percent**);
- Credential production (**5 percent**);
- Enrollment of Pell-eligible students as a proportion of a governing board's total student population (**20 percent**);
- Enrollment of students included in the Department's race and ethnicity metric (which includes African American or Black, Hispanic or Latinx, American Indian or Alaska Native, and Two or More Races when at least one of the races is one previously listed) as a proportion of a governing board's total student population (**20 percent**);
- Retention rate (**20 percent**);
- Graduation rate within 100% of time (**10 percent**);
- Graduation rate within 150% of time (**10 percent**); and,
- Enrollment of first-generation students as a proportion of a governing board's total student population (**5 percent**).

A provision of House Bill 20-1366, lobbied for by select institutions, directed the Commission to make recommendations on graduation rate metrics that better capture students who are not first-

time, full-time to the Joint Budget Committee by July 1, 2022. Current graduation metrics, which together account for 20% of Step 2, only include data on first-time, full-time students. The specific language in the bill is as follows:

The Commission, in conjunction with the Department and in collaboration with the governing boards, shall identify and make recommendations concerning ways to better measure the success of students who are pursuing a credential or degree and who are not included in the first-time, full-time student cohort. On or before July 1, 2022, the Commission shall submit its recommendations to the Joint Budget Committee, which may include a recommendation for a statutory change to the calculation of one of the graduation rate performance funding metrics specified in Section 23-18-303.5 (4)(b).

Department staff discussed this mandate with the Finance, Performance and Audit subcommittee (FPA) and institutional Chief Financial Officers in April and May of 2022. On May 20<sup>th</sup>, FPA voted to approve the recommendation in the attached memorandum.

### **III. STAFF ANALYSIS**

The statutory provision in House Bill 20-1366 requires that the Commission offer a recommendation to the Joint Budget Committee concerning a better way to measure success of students who are not included in the first-time, full-time cohort. However, statute does not require that the Commission recommend the integration of such a measure into the formula at this time.

First-time, full-time student cohorts have been used in the graduation rate metrics thus far because the federal database available only reports on timely graduation rates for this subset of students. The Department of Higher Education (Department) collects and manages its own data which could be used to derive variables for timely completion of all students, including part-time students, transfer students and returning students. However, it will take more time for the Department staff to create this variable. Doing so would require stakeholder engagement, coding and data vetting.

Department staff recommend a response to the Joint Budget Committee that includes recognition that the current graduation rate metrics do not fully reflect the entire student clientele served by our public institutions of higher education. Staff further recommend that the Commission request the Department to generate a more inclusive variable as part of the comprehensive review process beginning this July. This will allow for additional stakeholder analysis, full vetting of the data, and alignment with the new Higher Education Strategic Plan currently in development. The Commission plans to develop initial recommendations by July 2023. The Commission could note that the Department and institutions are supportive of this proposed recommendation.

### **IV. STAFF RECOMMENDATIONS**

**Staff recommend approval of the recommendations listed in the attached memorandum, and direct staff to provide the memorandum to the Joint Budget Committee on behalf of the Commission.**

**V. STATUTORY AUTHORITY**

***Higher Education Funding Allocation Formula:***

C.R.S. § 23-18-306(4)

(4) THE COMMISSION, IN CONJUNCTION WITH THE DEPARTMENT AND IN COLLABORATION WITH THE GOVERNING BOARDS, SHALL IDENTIFY AND MAKE RECOMMENDATIONS CONCERNING WAYS TO BETTER MEASURE THE SUCCESS OF STUDENTS WHO ARE PURSUING A CREDENTIAL OR DEGREE AND WHO ARE NOT INCLUDED IN THE FIRST-TIME, FULL-TIME STUDENT COHORT. ON OR BEFORE JULY 1, 2022, THE COMMISSION SHALL SUBMIT ITS RECOMMENDATIONS TO THE JOINT BUDGET COMMITTEE, WHICH MAY INCLUDE A RECOMMENDATION FOR A STATUTORY CHANGE TO THE CALCULATION OF ONE OF THE GRADUATION RATE PERFORMANCE FUNDING METRICS SPECIFIED IN SECTION 23-18-303.5 (4)(b)

**ATTACHMENTS**

- Attachment A: Proposed Memorandum from the Commission to the Joint Budget Committee on the House Bill 20-1366 Mandate to Recommend Better Measures of Success Inclusive of All Students.



**COLORADO**  
Colorado Commission on  
Higher Education  
Department of Higher Education

Vanecia Kerr, Chair  
Sarah Kendall Hughes, Vice-Chair  
Berrick Abramson  
Aaron Harber  
Teresa Kostenbauer  
Steven Meyer  
Josh Scott  
Ana Temu Otting  
Steven Trujillo  
Eric Tucker  
Jim Wilson

## **MEMORANDUM**

**TO:** Representative Julie McCluskie, Chair, Joint Budget Committee

**FROM:** The Colorado Commission on Higher Education

**DATE:** [month] [day], [year]

**SUBJECT:** House Bill 20-1366 Mandate to Recommend Better Measures of Success  
Inclusive of All Students

In the 2020 legislative session, House Bill 20-1366 established the new higher education funding formula, which allocates operating funding to Colorado's 10 public higher education governing boards with proportional increases/decreases to the local district colleges and area technical colleges. This replaced the first iteration of the funding formula established in HB 14-1319.

The current funding formula includes three steps. The bulk of the funding moves through Step 2, which is the performance metrics. Performance metrics include resident enrollment (10%), credential production (5%), percent Pell-eligible (20%), percent in an underserved race/ethnicity category (20%), retention rate (20%), graduation rate at 100% of time (10%), graduation rate at 150% of time (10%), and first-generation enrollment (5%). Institution's performance is measured against themselves, rewarding improvements over time. Institutions are not compared to one another.

A provision in House Bill 20-1366 directed the Colorado Commission on Higher Education (Commission) to make recommendations on graduation rate metrics that better capture students who are not first-time, full-time to the Joint Budget Committee by July 1, 2022. Current graduation rate metrics, which together account for 20% of Step 2, only include data on first-time, full-time students. The specific language in the bill is as follows:

Governor Jared Polis    Dr. Angie Paccione, Executive Director

1600 Broadway, Suite 2200, Denver, CO 80202    P 303.862.3001    F 303.996.1329    [higher.ed.colorado.gov](http://higher.ed.colorado.gov)



The Commission, in conjunction with the Department and in collaboration with the governing boards, shall identify and make recommendations concerning ways to better measure the success of students who are pursuing a credential or degree and who are not included in the first-time, full-time student cohort. On or before July 1, 2022, the Commission shall submit its recommendations to the Joint Budget Committee, which may include a recommendation for a statutory change to the calculation of one of the graduation rate performance funding metrics specified in Section 23-18-303.5 (4)(b).

First-time, full-time student cohorts have been used in the graduation rate metrics thus far because the federal database available only reports on timely graduation rates for this subset of students. The Department of Higher Education (Department) collects and manages its own data which could be used to derive variables for timely completion of all students, including part-time students, transfer students and returning students. However, it will take more time for the Department staff to create this variable. Doing so would require stakeholder engagement, coding and data vetting.

Department staff discussed the above mandate with the Commission and the institutions' chief financial officers in April through June of 2022. The Commission recognizes that the current graduation rate metrics do not fully reflect the entire student body served by our public institutions of higher education. It requests the Department work to generate a more inclusive variable as part of a comprehensive review process beginning this July. This will allow for additional stakeholder analysis, full vetting of the data, and alignment with the new Higher Education Strategic Plan currently in development. The Commission plans to develop initial recommendations by July 2023. The Department and institutions are supportive of the Commission's recommendation. On May 20th, the Finance, Performance and Accountability subcommittee of the Commission voted to approve this recommendation. On June 3rd, the full Commission voted to approve the recommendation (TBD).





**TOPIC:** STRATEGIC PLAN REVISION/DEVELOPMENT  
**PREPARED BY:** DR. BENNETT BOGGS, DEPUTY DIRECTOR

## **I. SUMMARY**

The Colorado Commission on Higher Education (CCHE) began a process in February 2022 to review and update its Strategic Plan. This discussion item provides an opportunity for updates about recent activities, developments and progress, and input pertaining to the Strategic Plan.

## **II. BACKGROUND**

See Agenda Item IV.B. of the February 4, 2022, CCHE meeting for background on the Strategic Plan update and revision process.

The Strategic Plan Working Group comprises five commissioners (Vice Chair Sarah Hughes, Berrick Abramson, Josh Scott, Eric Tucker, and Jim Wilson); Executive Director Angie Paccione and other department staff; and Inta Morris (consultant). The Working Group is driving the process and serves as a liaison between the full Commission, the Department, and stakeholders.

The Working Group has held weekly meetings on Wednesdays at 10:30. The Working Group is seeking to have a near-final draft for discussion at the Commission's July retreat.

## **III. STAFF ANALYSIS**

The Handout provided to Commissioners and available on the CDHE website provides the most recent work by the Working Group.

## **IV. STAFF RECOMMENDATIONS**

This is a discussion item. No formal action required.

## **V. STATUTORY AUTHORITY**

C.R.S. 23-1-108 Duties and powers of the commission with regard to systemwide planning

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to affect the best use of available resources;

(b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

**TOPIC:** DEGREE AUTHORIZATION: RECOMMENDATION FOR  
PROBATIONARY AUTHORIZATION OF ASPEN UNIVERSITY

**PREPARED BY:** HEATHER DELANGE, DIRECTOR – OFFICE OF PRIVATE  
POSTSECONDARY EDUCATION

## **I. SUMMARY**

This action item recommends a change of status for Aspen University from Full Authorization to Probationary Authorization for its Colorado location based on CCHE policy Section I, Part J and the responsibility of institutions to notify the Department regarding changes in accreditation.

## **II. BACKGROUND**

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act, which sets the terms under which certain types of institutions may offer degrees or degree credits.

Aspen University (University), which was located in Denver from 1993 to 2022, is a for-profit postsecondary institution that offers programs from the certificate level through doctorate degrees in a variety of concentrations and disciplines.

Aspen University received authorization from the CCHE in 1994 under the name The International School of Information Management, an institution that was based initially in California and relocated to Colorado in 1993. In June 2003, the school changed its name to Aspen University. The university has been continuously accredited by the Distance Education Accrediting Commission since 1993. The university is due for its next accreditation renewal in 2024.

In April 2021, department staff met virtually with the president and interim provost of Aspen University to discuss its Colorado authorization. Specifically, the leadership at the university was seeking information regarding the primary Place of Business authorization under CCHE policy as the university had a campus in Phoenix, Arizona, as well as in Denver. Staff reviewed the various authorization categories based on local activity, the institutional requirements of those authorization types, and the associated procedures. The university leadership replied via email stating they had decided not to pursue a move from Colorado at that time.

The recommendation for probationary authorization was brought to the Commission for action at its May meeting. During discussion, the Colorado Assistant Attorney General representing the Commission and the Department recommended that the Commission call an executive session regarding the proposed action.

### **III. STAFF ANALYSIS**

Under the Degree Authorization Act (§23-2-101 et seq. C.R.S.), authorized institutions are subject to CCHE Policy, which is Section I, Part J: Authorization to Operate as a Postsecondary Institution of Higher Education in Colorado. Aspen University is an authorized institution in Colorado and recently established a state authorized campus in Phoenix, Arizona. Under CCHE policy, institutions are required to notify department staff related to an action by the institution's accrediting body.

Per CCHE Policy, Section I, Part J, 13.06: A private college or university shall notify the Department in a timely manner of any material information related to an action by the institution's accrediting body concerning the institution's accreditation status, including but not limited to reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a focused visit, or approval of additional locations. In addition, the institution shall notify the Department in a timely manner if the United States Department of Education, or CHEA, if applicable, no longer recognizes the institution's accrediting body. Failure to provide this information shall lead to revocation or probationary authorization by the Commission.

In February 2022, Department staff became aware that Aspen University applied for a change of location with the Distance Education Accreditation Commission (DEAC) in May 2021, to move its primary administrative functions and academic oversight from Denver to Phoenix. In June 2021, DEAC granted approval for the University to proceed with the change of location and the university finalized its change of location in October 2021. A post-approval visit by DEAC took place at the Arizona location in November 2021 as the final task of changing the university's primary location from Colorado to Arizona.

The lack of notice to department staff violates CCHE Policy, Section I, Part J, 13.06 and pursuant to the policy, the "failure to provide this information shall lead to revocation or probationary authorization by the Commission."

### **IV. STAFF RECOMMENDATIONS**

**Staff recommend a change in authorization for Aspen University from Full Authorization to Probationary Authorization in Colorado.**

### **V. STATUTORY AUTHORITY**

§ 23-2-103.3. Authorization to operate in Colorado – renewal

(2) To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by a regional or national accrediting body recognized by the United States department of education; except that a private college or university may operate for an initial period without accreditation if the commission determines, in accordance with standards established by the commission, that the private college or university is likely to become accredited in a reasonable period of time or is making progress toward accreditation in accordance with the accrediting body's policies. The commission may grant a provisional

authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the commission concerning the institution's progress in obtaining accreditation.

§ 23-2-103.4. Authorization - revocation - probationary status

(2) With regard to the authorization of a private college or university, the commission may:

(a) Revoke the private college's or university's authorization or place the institution on probationary status if the private college or university:

(I) Fails to meet any of the minimum standards set forth in this article or in the commission's policies or rules adopted to implement this article.

**TOPIC:** UPDATE ON PROPOSED REVISIONS TO CCHE POLICY SECTION I, PART N (SERVICE AREAS)

**PREPARED BY:** DR. KIM POAST, CHIEF STUDENT SUCCESS & ACADEMIC AFFAIRS OFFICER

**I. SUMMARY**

This item updates the progress toward the revision of Commission Policy I, N: Service Areas of Colorado Public Institutions of Higher Education revisions, as recommended by the Student Success & Workforce Revitalization Task Force in its report published in December 2021.

**II. BACKGROUND**

Colorado Revised Statutes §23-1-109(2) requires the Colorado Commission on Higher Education to define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for Colorado public institutions of higher education for providing off-campus instruction.

The current service area policy provides precise narrative descriptions of the geographic service areas for all 13 institutions in the Colorado Community College System, the two local district colleges (Aims Community College and Colorado Mountain College), the three area technical colleges, and the two public four-year universities with a two-year statutory role and mission (Adams State University and Colorado Mesa University). For all institutions with a four-year statutory role and mission, the service area is the entire state of Colorado.

In 2021, HB 21-1330 directed the Commission to convene a task force to, in part,

*Review the role and mission and service area of each state institution of higher education, each local district college, and each area technical college, including all instruction offered by whatever means outside the geographic boundaries of a campus ... to determine whether the availability of and access to postsecondary credential programs is sufficient throughout the state without undue overlap and to ensure the most efficient use of resources;*

And

*Review the history, purpose, effect, and continuing benefit of service areas and the commission's policy concerning service areas, based on the degree to which service areas should continue and whether the service areas should be redrawn.*

The task force authorized by HB 21-1330 addressed service areas during its work and recommended that the CCHE “include the service area policy update in its 2022 agenda, with a

commitment to convene stakeholders to further address the current service area policy and make recommendations for change by July 1, 2022.”

### **III. STAFF ANALYSIS**

Following is the consolidation of feedback from institutions of higher education during the stakeholder discussion process. Substantive changes appear in YELLOW in text of draft document, while minor changes appear in text tracking.

- The Area Technical Colleges (Emily Griffith, Pickens and Technical College of the Rockies) and Colorado Mountain College submitted written feedback to the Department (attached).
  - The Area Technical Colleges noted potential unintended funding impacts of the current revision to include concerns over funding structure for programs and concurrent enrollment programs, governing board focus of school boards and legislative scope of services/ educational programs. ATC’s recommend the inclusion of a right of first refusal and primary responsibility be included, particularly for CTE programming.
  - Colorado Mountain College advocates for a statewide service area to be instituted for all public institutions of higher education with a focus on defining expectations for governing boards. Those expectations should include acknowledging the SBCCOE and its role for managing colleges within its system (and CTE programs), recognizing the distinct political boundaries established for local district colleges, establishing the primacy of physical locations, and elimination of ‘4-year’ vs. ‘2-year’ distinctions in policy.
- Several institutions have recommended that a Right of First Refusal & Primary Responsibility clause be re-included in the policy (this feedback was submitted in writing by the ATC’s and in verbal form from Ft. Lewis College, Colorado Mesa University and Western Colorado University). That language is not included in updated draft as there is not broad agreement on inclusion of this provision.
- CCCS has affirmed the process in the most recent draft that outlines the process for Perkins’ authorization/ USDOL funding eligibility for CTE programs in section 3.01.
- CU System requests that the statewide designation of ‘institutions with a 4-year role and mission’ be re-inserted into the policy draft. That language appears in yellow in section 3.02.
- CMC requested that language be inserted to invite IHE’s to provide educational services prior assignment by the CCHE/CDHE. That language has been updated in yellow in section 3.03.

- CCHE members requested simplification of the concurrent enrollment language in section 5 (now renumbered to section 4).

#### **IV. STAFF RECOMMENDATIONS**

**Discussion item only.** Updated edited version of policy attached with feedback incorporated. It is expected that the CCHE will adopt final changes to the policy at its July 29, 2022, meeting.

#### **V. STATUTORY AUTHORITY**

##### **§23-1-109 - Duties and powers of the commission with regard to off-campus instruction.**

- (1) The general assembly declares its intent that the state-supported institutions of higher education may engage in instruction off the geographic boundaries of their campuses.
- (2) The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.

#### **ATTACHMENTS:**

- Letter to Commission/ CDHE from Colorado Mountain College
- Letter to Commission/ CDHE from the Area Technical Colleges
- Track changes revision to CCHE Policy I, N (May 2022)



April 8, 2022

Colorado Department of Higher Education  
1600 Broadway, Suite 2200  
Denver, CO 80202  
Attn: Dr. Kim Poast, Chief Student Success and Academic Affairs Officer

Dear Dr Poast:

Thank you for inviting Colorado Mountain College to provide feedback on the proposed changes to CCHE Policy I-N: Service Areas for Colorado Public Institutions of Higher Education. We also appreciated the opportunity to discuss this topic last week with other higher education institution leaders.

Below, please find a summary of our suggestions.

1. While we recognize that the CCHE does not have the authority to repeal or waive the enabling law for this policy (23-1-109 CRS), it is our opinion that the most effective method to address the concerns raised about the service area policy by the CCCS, CMC, and others, is to request the full repeal of this section of law. This law was originally written in 1985 and its language reflects a time when smart phones, high-speed broadband, and a 24/7 universal, online education did not exist. It also creates an internal conflict: its restrictions apply to so-called “two-year colleges” only, which is a dated policy artifact reflective of a time when institutional hierarchy based on Carnegie classification was assumed. Rather than contorting CCHE policies to fit modern realities, our first recommendation is to strike the entire section of law and work with the governing boards to create modern procedures to meet real-time community and economic needs, promote student access and success, celebrate institutional diversity, and treat all public colleges equitably.
2. In the absence of action on the abovementioned recommendation in the near term, an alternative would be for CCHE use the authority found in 23-1-109 CRS to define the entire state of Colorado as the service area for all public colleges and universities in the state and then focus the balance of the policy on defining the expectations for governing boards, some of which appear in the redline version of the policy draft. In particular:
  - a. CMC believes that the recommendation to expect the CCCS/SBCCOE to establish its own method for managing “service areas” among its campuses is an improvement and appropriately recognizes the authorities and responsibilities of the SBCCOE. The CCHE needn’t get involved in the CCCS’s internal affairs on this one.
  - b. Similarly, we think that it is an improvement to recognize that the boundaries for Local District Colleges are not arbitrary; they define distinct political subdivisions, like counties or school districts. Recognizing that these boundaries are not department policies, but binding agreements between certain colleges and local taxpayers is also an improvement to the policy. Local District Colleges are obligated to serve the communities in their tax districts, regardless of how



CCHE policy is written. Importantly, these boundaries are not barriers and we have welcomed many institutions to operate cooperatively in our district.

- c. Recognizing the physical presence of public college campuses is an improvement. Under current policy, service area boundaries have a randomness that reflect decades-old negotiations in downtown Denver using a two-dimensional paper map. These boundaries often only modestly relate to campus locations and do not reflect the realities of how populations “flow” within regional economies today or how students access college, including near universal online delivery. Nonetheless, public dollars have been invested in physical campuses, and thus it is appropriate for the CCHE to protect the interests of taxpayers and the public benefits of those investments. Establishing the primacy of these physical sites is an appropriate concern for the CCHE.
- d. Finally, CMC believes that the state’s policies should be free of biases regarding colleges’ locations or roles and missions. For example, all so-called “four-year” colleges in the state enjoy “statewide” service area, but not so for the so-called “two-year” colleges. And yet, private colleges in the state may offer whatever they choose without restriction from the CCHE. In effect, the *only* colleges in the state with forced limitations are those offering associates degrees. It’s unclear if or how these decisions improve access, affordability or workforce development. Moreover, the CCHE’s approach to institutions in the metropolitan areas of the state appear to differ from that applied to colleges in rural areas. In an age of ubiquitous online education, the purpose of this partiality is unclear. By availing all colleges of a “statewide” service area, the CCHE would resolve several outdated concepts in state policy.

Colorado Mountain College sincerely appreciates the DHE and the CCHE’s efforts to continue a dialogue with the governing boards to resolve inherited and long-standing challenges in state policy. Again, our preference would be to strike 23-1-109 CRS as soon as practicable. If this proves infeasible in the near term, our recommendations would for the CCHE to use its authorities to establish “statewide” service areas for all public colleges and then refine the remaining procedures concerning physical campus locations and local district college boundaries.

One way or another, we look forward to revising and modernizing CCHE policy I-N before the commencement of the 2022-23 academic year.

Sincerely,



Carrie Besnette Hauser, Ph.D.  
President & CEO

cc: Brad Baca, incoming President, Western Colorado University  
Joe Garcia, Chancellor, Colorado Community College System  
Cheryl Lovell, President, Adams State University  
John Marshall, President, Colorado Mesa University  
Tom Stritikus, President, Fort Lewis College  
Angie Paccione, Executive Director, Colorado Department of Higher Education  
CMC Board of Trustees

May 13, 2022

Below is the reaction from the Area Technical Colleges (ATC's) to the new proposal regarding Service Areas in the State of Colorado.

First of all, we would all like to emphasize that our goals are to increase opportunities for students around the state, and all of us currently partner extensively with other institutions of higher education to do so. These partnerships include articulation agreements, shared programs, and occasionally even shared staff.

That being said, removing any guardrails regarding service areas and leaving the approval process up to individual governing boards of IHE's poses significant potential challenges for ATC's, and, while they may be unintended, could ultimately have a devastating impact on the success that we have had with preparing students for immediate entry into the workforce.

The ATC's, by legislated intent, have significant competitive disadvantages in a truly unregulated educational market. Here are some of the factors that make up our competitive disadvantage:

1. Funding structure - Based on our funding structure, the ATC's do not have the ability to expand programs nearly as easily as other institutions with different funding mechanisms. We have received the lowest state funding of any Colorado college for numerous years, and we are prohibited by law from accessing other funding structures (COF, Amendment 77 gambling dollars, Capital funding, etc.) available to other colleges in the state. As of Fall 2022, none of the three ATC's will offer student loans, which is a tremendous benefit to our students but limits our ability to collect revenue.
2. Governing board focus - As they function primarily as governing boards of individual school districts, our governing boards are highly unlikely to authorize any expansion into an area that does not involve their pre-K-12 schools, particularly if it is outside of what has been traditionally considered our service areas. In other words, the Delta County School Board is not very likely to authorize expansion of Technical College of the Rockies into Mesa County. Other institutions of higher education do not have this limiting factor and are much more likely to want to expand their services into our areas. Even before this change in policy, we have seen an increase in this over the last few years.
3. Legislated scope of services - As ATC's, we are prohibited by law from offering anything other than credentials and certificates. We are not allowed to offer Associates' Degrees, even if that would benefit our students. Community colleges and universities do not have those limitations, and this policy would eliminate any restrictions that they would have on offering CTE credentials or programming.
4. Additionally, we have a concern related to Concurrent enrollment if this policy is passed as written. Eliminating the right of first refusal (which was contained in the first draft of this policy), means that school districts will have approval to shop for concurrent enrollment opportunities. All three of us have extensive concurrent enrollment partnerships, but they all come at a significant cost to school districts, due to our funding limitations (students cannot apply for COF) and the nature of our

instruction (we offer hands-on, experiential programs that involve significant costs for equipment and supplies). If a community college or a 4-year university offers a version of one of our programs, they can do so at a significantly lower cost to districts (because they are permitted to use COF funds). If you consider hybrid options, other IHE's could reach many of our students with CTE programs. While those programs would be significantly less expensive than ours, they would not be the same hands-on, in-person version of quality CTE instruction that we are currently offering. For two of the three ATC's, concurrent enrollment represents almost half of our enrollment. Losing this chunk of our student base could have a devastating impact on our colleges.

At the least, we would strongly advocate for reintroducing language into this policy that would simply add the right of first refusal of providing programming, particularly any CTE programming. This has worked well in the past, particularly in rural Western Colorado, where the leaders of multiple IHE's have met and talked about which institution would be the logical choice to provide new programming to the area. Eliminating the need for these conversations would likely result in two or more institutions trying to duplicate programming, which would likely lead to a further stretch of already scarce resources (staff, equipment, and student base), and a diminished product for everyone.

Again, we are in full support of increased opportunities for students and will continue to partner with other Institutions of Higher Education around us regardless of any change in policy, but we do think that it is imperative to make everyone aware of the potential unintended consequences on ATC if this change is passed as proposed.

We would be happy to share any additional information or answer any questions that you may have.



Dr. Teina McConnell (Executive Director, Pickens Technical College)



Randy Johnson (Executive Director, Emily Griffith Technical College)



Dr. Allen Golden (Executive Director, Technical College of the Rockies)

**DRAFT DRAFT DRAFT (UPDATED 05/23/2022)****SECTION I CLEAN VERSION****PART N SERVICE AREA DESIGNATIONS FOR COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION****1.00 INTRODUCTION AND STATUTORY AUTHORITY**

C.R.S. §23-1-109(2) requires the Colorado Commission on Higher Education (CCHE) to define the geographic and programmatic service areas for Colorado public institutions of higher education:

*“The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.”*

**Commented [CR1]:** I think this section can be deleted and subsequent sections re-numbered -- the service area reference is in the first section, I named CCHE Policy I-K below, and CCHE Policy I-V doesn't apply. Yay for deleting even more text!!!

- ~~• Colorado Revised Statutes §23-1-109(2) (requires the Colorado Commission on Higher Education to define the geographic and programmatic service areas for Colorado public institutions of higher education)~~
- ~~• CCHE Policy I-K, Resolution of Disputes Among Public Institutions~~
- ~~• CCHE Policy I-V, Creation, Modification or Discontinuance of Academic and Vocational Programs at Public Institutions of Higher Education~~

**2.00 GENERAL PROVISIONS**

**Commission Intent.** The Commission is committed to ensuring maximum opportunities for institutions of higher education to address workforce demands, serve local needs, and provide innovative approaches to educating Colorado's students. Additionally, the Commission expects ~~that~~ institutions of higher education ~~will shall~~ work collaboratively to ensure ~~that~~ the needs of the state and its students are ~~being~~ met.

**Role and Mission.** Institutions of higher education shall operate educational programs pursuant to their statutory role and mission, as described in C.R.S. §23, Articles 20-71.

**Alignment with state, local, and federal policies.** Institutions of higher education shall be subject to CCHE, state, local and federal policies regarding tuition setting and state allocation of general fund resources. This is inclusive of capital resources,



College Opportunity Fund eligibility, state financial aid allocation, concurrent enrollment programs, and ordinances that establish local taxing districts.

**Physical Presence, Right of First Refusal and Primary Responsibility.** Institutions with physical presence in a geographic location shall be primarily responsible for offering educational programs consistent with their role and mission in that location, and have the right of first refusal and the first responsibility to provide programs and coordinate other offerings. Institutions of higher education that wish to offer programs where institution(s) have established physical presence shall consult and collaborate with that/those institutions to determine the need, viability of such programs. If there is not agreement on educational programming, institutions shall defer to CCHE Policy I-KG.

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**Transmittal of Collaborative Partnerships to the Department.** Institutions of higher education that have established or create cooperative agreements or enter into memoranda of understanding for a collaborative approach to addressing student opportunity or regional needs, shall transmit copies of those agreements to the Department of Higher Education within 30 days of execution, or 30 days following CCHE approval of this policy, whichever is sooner.

### **3.00**

#### **SERVICE AREA DESIGNATIONS**

To the extent practical, service area designations shall be determined by the local or system governing board of the institution(s), as long as the institution(s) are operating within their statutory role and mission pursuant to C.R.S. §23. Disputes over the provision of educational programming shall be resolved at the institution or governing board level; ~~and~~, if resolution cannot be reached, institutions shall defer to CCHE Policy I-K (Policies and Procedures for Resolution of Disputes Among Public Institutions of Higher Education).

**34.01** For institutions offering Career and Technical Education (CTE) programs using Perkins dollars or otherwise subject to federal rules, authorization for service shall continue to be managed through the State Board for Community Colleges and Occupational Education (SBCCOE), which shall consider duplication of programs, market demand and alignment with USDOL requirements.

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**3.02** For all institutions with a four-year and graduate-level statutory role and mission, the service area is the entire state of Colorado.

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**34.032** In cases where it is assessed that community or regional educational demand is not being met (including serving local education providers for concurrent enrollment programs, associate degree educational offerings ~~or~~ and CTE programs), ~~the~~ CCHE shall invite institutions of higher education to propose educational programming in that region. ~~If the institution(s) chooses not to respond or the invitation is otherwise~~

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unsuccessful, the CCHE shall assign an institution of higher education to provide educational programming in that region.

**45.00**

#### **CONCURRENT ENROLLMENT PROGRAMS**

House Bill 18-1052 established a process (C.R.S §23-1-109(6)) to facilitate local education provider participation in a Concurrent Enrollment course or program, pursuant to §22-35-101, C.R.S., with an institution of higher education. The Department, in collaboration with the Department of Education, will maintain, and annually update, a list of local educational providers and institutional primary partnerships, as provided through the annual submission of cooperative agreements.

The Department shall publish a process through which a local education provider and an institution can resolve conflicts in or seek exceptions to the provision of concurrent enrollment programs or courses. This process shall apply in instances where an institution is unable or declines to provide concurrent enrollment programs or courses with the local education provider.

HISTORY: January 1986; May 1987; March 1988; December 1992; September 1994; May 1995; CCHE Agenda 10/5/95 Item III, D; CCHE Agenda 9/12/17 Item IV, A; CCHE Agenda 10/23/17 Item V, D; CCHE Agenda 10/22/2018 Item V, A; CCHE Agenda 9/5/2019 Item IV, F.  
**INSERT CCHE AGENDA DATE/ITEM FOR UPDATE**

**TOPIC:** PRESENTATION AND DISCUSSION: EDUCATOR PREPARATION AND THE WORKFORCE

**PREPARED BY:** Brittany Lane, Ph.D., Director of Educator Preparation in partnership with Colleen O’Neil, Ed.D, Associate Commissioner of Educator Talent, Colorado Department of Education

**I. SUMMARY**

This presentation will inform the Commission on educator preparation and the workforce and encourage discussion on existing strategies and continuing challenges.

**II. BACKGROUND**

In 2017, the Commission established a goal of 66 percent of Coloradans with a postsecondary credential to meet the state’s workforce needs. A critical component of this goal is a high-quality teacher workforce that can ensure all P-12 students are prepared to pursue a postsecondary credential. To this end, the Department has a goal of increasing the number of annual educator preparation credentials by more than 42 percent by 2025.

Shortages have typically been addressed in two ways—by recruiting new educators or by better retaining experienced ones. A significant factor in recruitment is the return on investment (ROI) for those considering working in the field. Education is a high-social-value, low-wage field for which obtaining a college degree may not seem financially feasible. Though educators are often drawn to the field for more altruistic reasons, the rising costs of college and increased loan debt coupled with below-median wage outcomes are a valid concern. Educators in Colorado earn about 30% less than their peers in other fields; the gap is exacerbated over time and among educators with advanced degrees. The low ROI likely accounts for some of the enrollment declines among educator preparation programs experienced nationally since the Great Recession.

Retaining high-quality, in-service educators is essential for both students and districts. Nationally and locally, almost 30% of early-career teachers leave their classrooms within 5 years. Nearly two-thirds of educators leave the profession before retirement. These rates are even higher in schools that serve high-poverty, high-minority, and vulnerable student populations, intensifying inequities in schools that are already under-resourced. Teacher attrition not only affects school climate, but also students’ academic achievement. Research reveals that in grade levels with a high degree of teacher turnover, students scored lower in math and English language arts. Furthermore, recent estimates indicate a cost to districts and taxpayers upwards of \$20,000 to replace a teacher—funds that could be directed elsewhere.

Educator preparation at CDHE focuses on excellent preparation, innovation, and affordability – priorities we share with our colleagues at the Colorado Department of Education (CDE).

For more information, please see:

- [Colorado Educator Preparation Programs and the Educator Pipeline](#)
- [Colorado’s Educator Shortage: Survey Results for the 2020-21 School Year](#)

### **III. STRATEGIES**

In the fall of 2021, Department staff presented a three-part panel on ensuring high quality educator preparation programs, the financial burdens of educator preparation students, and diversifying the educator workforce. Since then, several initiatives have been implemented to address these issues to include:

- CDHE and CDE have convened a workgroup to address Diversifying the Educator Workforce ([HB21-1010](#))
- Development of the Teaching Career Pathway to be used in the TREP program (attached) ([SB21-185](#))
- Establishing the [Educator Recruitment and Retention Program](#) ([SB21-185](#)).

However, some initiatives rely on temporary Federal stimulus funding:

- Stipends to support candidates completing their clinical field experiences ([HB22-1220](#))
- Stipends to support candidates taking licensure exams ([HB22-1220](#))
- [Temporary Educator Loan Forgiveness](#) ([HB22-1220](#))
- Offering ECE 101 & 103 for free to aspiring early childhood educators in order to meet the minimum course requirements to serve as lead teacher. ([HB21-236](#))
- Loan Forgiveness for early childhood educators and mental health consultants. (Also [HB21-236](#))
- Scholarships for post-secondary students dedicated to pursuing coursework toward a certificate or degree in an early childhood educator program. ([HB21-236](#))

And some initiatives have not been re-funded to pre-pandemic levels:

- Mentor Teach Grants pay for stipends and tuition for in-service teachers who supervise educator candidates and earn an added Mentor Teacher licensure endorsement ([HB19-190](#)).
- Educator Loan Forgiveness repays up to \$5,000 per year for up to 5 years toward qualifying educator's student loans. ([HB19-003](#))

### **IV. CCHE CONSIDERATIONS**

- Addressing low ROI of teaching considering its high public benefit.
  - Prioritizing investments to lower costs to aspiring teachers.
  - Consideration of funding formula model metrics.
  - Rewarding providers that offer differential tuition for educator preparation programs.
- Advocating for paid clinical experiences (work-based learning) for educator candidates.
- Support research of financial burdens of educator preparation.
- Advocating for pathways and programs that stack credentials and ensure that professional development for educators leads to credit toward a degree.
- Advocating for the Department's presence in policy to address early childhood education/educators.



## **V. CONCLUSION**

The Department is committed to identifying and elevating innovative and affordable pathways to attract and support more aspiring educators – educators that reflect Colorado’s increasingly diverse students. Additionally, providing affordable high-quality preparation programs that pair rigorous coursework with deep clinical experiences will help to ensure that novice educators are equipped to persist in the field, enabling long-term careers that enhance all student achievement.

## **VI. STAFF RECOMMENDATIONS**

This is an information item only; no formal action is required.

## COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

### **Section 1. Organization and Meetings**

- 1.1 Organization: Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 Officers: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.
- 1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.
- 1.3 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.
- 1.4 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado

Department of Higher Education no less than two days prior to the meeting date.

- 1.5 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.8 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

## **Section 2. Duties and Responsibilities of Officers**

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.
- 2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the

Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

### **Section 3. The Advisory Committee**

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).

Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

(a) Six members shall be appointed from the General Assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate and one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members;

(b) One member shall be selected and designated by the Commission, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

(c) One member shall be selected and designated by the Commission, as recommended by the Student Affairs Council, to represent the students in the state for a term of one year, commencing on July 1 of the year appointed;

(d) One member shall be selected and designated by the Commission who is a parent of a student enrolled in a state supported institution of higher education in Colorado to represent the parents of students for a term of two years, commencing on July 1 of the year appointed.

(e) Not more than four additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

The Commission has designated the four additional advisory committee members to represent:

- Chief Academic Officers of Colorado's state supported institutions of higher education, as recommended by the Colorado Academic Council;
- Chief Financial Officers of Colorado's state supported institutions of higher education, as recommended by the, as recommended by the Chief Financial Officers group;

- Independent Higher Education Institutions in Colorado (Colorado College, Regis, and Denver University), as recommended by the Independent Higher Education Council; and,
- The K-12 system, as recommended by the Colorado Department of Education.

All such appointments shall be for a term of two years, commencing on July 1 of the year appointed.

- 3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

#### **Section 4. Change in Bylaws**

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

<p>HISTORY: Adopted on September 10, 1965. Amended January 14, 1966; February 25, 1972; June 1, 1978; July 1, 1993; October 7, 2004; May 6, 2011; CCHE Agenda March 3, 2017 Item V; April 5, 2019</p>
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**COLORADO**  
**Colorado Commission on**  
**Higher Education**  
Department of Higher Education

Vanecia Kerr, Chair  
Sarah Kendall Hughes, Vice-Chair  
Paul Berrick Abramson  
Aaron Harber  
Teresa Kostenbauer  
Steven Meyer  
Josh Scott  
Ana Temu Otting  
Steven Trujillo  
Eric Tucker  
Jim Wilson

## COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Vanecia Kerr (*D- 6th Congressional District*) 2nd term ends June 2022
- Vice Chair Sarah Kendall Hughes (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Paul Berrick Abramson (*U-7<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Aaron Harber (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Teresa Kostenbauer (*U-4<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2024
- Commissioner Steven Meyer (*U-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2024
- Commissioner Josh Scott (*D-1<sup>st</sup> Congressional District*) 1<sup>st</sup> term ends July 2025
- Commissioner Ana Temu Otting (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Steven Trujillo (*D-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Eric Tucker (*U-5<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Jim Wilson (*R-5th Congressional District*) 1st term ends July 2025

## ADVISORY COMMITTEE

### Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Tonya Van Beber, *House Minority Appointment*
- Senator Rachel Zenzinger, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Kevin Priola, *Senate Minority Appointment*

### Subject Matter Advisors

- Mr. Brad Baca, *Institutional Finance Representative*
- Mr. Daniel Casillas, *Student Representative*
- Mr. Mark Cavanaugh, *IHEC Representative*
- Ms. Donnis Hurd, *Parent Representative*
- Ms. Colleen O'Neil, *K-12 Representative*
- Dr. Melinda Piket-May, *Faculty Representative*
- Dr. Landon Pirius, *Academic Council Representative*

Governor Jared Polis    Dr. Angie Paccione, Executive Director

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## INSTITUTION AND SYSTEM LEADERS

<b><u>INSTITUTION</u></b>	<b><u>CEO</u></b>	<b><u>LOCATION</u></b>
<b>Adams State University</b>	Dr. Cheryl Lovell, President	Alamosa
<b>Aims Community College</b>	Dr. Leah Bornstein, President	Greeley
<b>Community College System</b>	Joe Garcia, Chancellor	Denver
Arapahoe CC	President Dr. Stephanie Fujii,	Littleton
Colorado Northwestern CC	President Dr. Lisa Jones	Rangely
CC of Aurora	President Mordecai Brownlee,	Aurora
CC of Denver	President Marielena DeSanctis	Denver
Front Range CC	President Andy Dorsey	Westminster
Lamar CC	President Dr. Linda Lujan	Lamar
Morgan CC	President Dr. Curt Freed	Ft. Morgan
Northeastern JC	President Michael White	Sterling
Otero JC	President Dr. Timothy Alvarez	La Junta
Pikes Peak CC	President Dr. Lance Bolton	Colorado Springs
Pueblo CC	President Dr. Patty Erjavec	Pueblo
Red Rocks CC	President Dr. Michele Haney	Lakewood
Trinidad State JC	President Dr. Rhonda Epper	Trinidad
<b>Colorado Mesa University</b>	President John Marshall	Grand Junction
<b>Colorado Mountain College</b>	President Dr. Carrie Besnette Hauser	Glenwood Springs
<b>Colorado School of Mines</b>	President Paul Johnson	Golden
<b>Colorado State System</b>	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	President Dr. Joyce McConnell	Fort Collins
CSU-Pueblo	President Dr. Timothy Mottet	Pueblo
CSU-Global Campus	President Pamela Toney	Aurora
<b>CU System</b>	Interim President Todd Saliman	Denver
CU – Boulder	Chancellor Dr. Philip DiStefano	Boulder
UCCS	Chancellor Dr. Venkat Reddy	Colorado Springs
UCD	Chancellor Dr. Michelle Marks	Denver
UC-Anschutz	Chancellor Don Elliman	Aurora
<b>Emily Griffith Technical College</b>	Randy Johnson, Executive Director	Denver
<b>Ft. Lewis College</b>	President Dr. Tom Stritikus	Durango
<b>Metropolitan State University of Denver</b>	President Janine Davidson	Denver



<b>Pickens Technical College</b>	Dr. Teina McConnell, Executive	Aurora
<b>Technical College of the Rockies</b>	Allen Golden, Director	Delta
<b>University of Northern Colorado</b>	Dr. Andy Feinstein, President	Greeley
<b>Western State Colorado University</b>	Nancy Chisholm, President	Gunnison



# Higher Education Glossary

**529 Savings Plan** - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

**Accuplacer** - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

**Admission Standard** - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

**Admission Window** - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

**CAP4K** - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

**CHEA** - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

**CIP** - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

**CLEP** - College Level Examination Program; Earn college credit for passing a subject specific examination.

**COA** - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

**Concurrent Enrollment** – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

**Dually Enrolled** - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

**EFC** - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

**FAFSA** - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

**FAP** – Financial Aid Plan (HESP specific)

**FERPA** - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**FFS** – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

**Floor** - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

**FTE** - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

**GEARUP** - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

**Guaranteed Transfer, GT Pathways** - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

**HB 1023** - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

**HB 1024** - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

**HB 1057** - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

**HEAR** - Higher Education Admission Requirements, 2008-2010.

**Index, Index Score** - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

**IPEDS** - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

**Need** - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

**NCATE** - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

**NCLB** - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

**PSEO** - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

**PWR** - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

**QIS** - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

**REP** - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”  
Regional education providers focus their attention on a certain geographical area.

**SB 3** – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

**SB 212** - In most cases, refers to HB 08-212, the CAP4K legislation.

**SBE** - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

**SFSF** – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

**SURDS** - Student Unit Record Data System

**WICHE** - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

**WUE** - Western Undergraduate Exchange Program, managed by WICHE